

LIBRARY MANUAL
OF
UNITED STATES HISTORY.

W. C. LANSDON

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UNITED STATES OF AMERICA.

A LIBRARY MANUAL
— OF THE —
CONSTITUTIONAL AND POLITICAL
HISTORY OF THE UNITED STATES

WITH OUTLINES, REFERENCES AND TABLES.

AN ADAPTATION OF THE LABORATORY METHOD
OF INVESTIGATION,

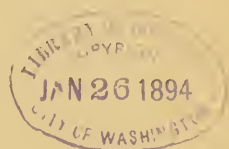
For the Use of Students of United States History.

— BY —

✓
W. C. LANSDON,

Professor of History in the Kansas Normal College,
Fort Scott, Kansas.

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INTRODUCTION.

Constant progress in the science of education and constant improvement in the art of teaching have made it necessary to revise, and sometimes to discard methods of study and instruction long held to be superior. The prominent place of the natural sciences in all the accepted schemes of modern education has made the laboratory and its methods familiar to most teachers and students. The excellence of the laboratory system of instruction is proved by the satisfactory results obtained by its use. Sciences which had always been excluded from the school room on account of their inherent difficulties have become favorite subjects of study. Students who had always been unable to attain even common-place proficiency in the learning of the text books have been converted by the laboratory into earnest and successful searchers after knowledge.

Thoughtful teachers, observing the success of the method of investigation in the sciences, soon began to use it in other departments of instruction. They have succeeded so well that its extension is now desired by all students of the art of teaching. New life and renewed enthusiasm have been infused into the instruction and acquisition of many subjects whose study, under the old system, had become perfunctory and unprofitable.

In the universities and colleges, history was one of the first branches to benefit from the reform. Young professors, returning from Germany, imbued with the enthusiasm for careful and scientific research that prevails in the great continental universities introduced the seminar and the laboratory into the new history courses recently offered by all our higher institutions of education. Men have learned that there is as much fascination in conducting a research in history as in chemistry—frequently the results are more valuable. But the reform has made itself felt but slowly and feebly in schools of elementary and secondary rank. The dry-as-dust text books and monotonous daily recitation of the same committed to memory have remained in the high schools, normal schools and smaller colleges.

This book is an attempt to adapt the new method in history to the work of schools that have the means and the time to use the methods of the university. The outline and references indicate the nature of the work that may be done. The reading is assigned by

topic and the references are set opposite the subjects to be discussed in order that neither time nor energy may be wasted in searching through many books, or many parts of one book, for the particular paragraph that may be pertinent to the lesson. Every teacher of history has been hindered by the tendency of his students to accept as true beyond question, the conclusions of the author of the text book used. This method requires every student to read several writers on each subject of importance. Such reading necessarily discovers a great diversity of opinion among men, each one of whom is, in some measure, an authority. The student, in reading and comparing so many different views, is ultimately compelled to think for himself. This independent thinking he does from such data and in such manner that his conclusions, crude though they may be, are far more valuable to him than the ready-made opinions of any man however great. By this method the learner's mind is not only informed, but what is better, it is trained and disciplined into the invaluable habits of comparison, analysis, and generalization. The power of bold, original and vigorous thought is developed.

In addition to the careful reading of the required references and thoughtful discussion of the work by the class, each student should be required to present from three to five essays on themes selected by the teacher. These should be criticised by the instructor, revised by the writer, and afterwards read and discussed in the class if time permits. In study, notes should be made, but not at such length as to use very much time. A student can usually gain more by a few moments' serious thought on a point that seems to be of special importance than by making a note which, in most cases, is never read. The blank pages in the Manual are entirely inadequate to the exigencies of copious note-making. They are intended for additional references and to preserve any matter especially pertinent to the topic on the opposite page.

The course is divided into fifty parts. Each of these divisions can be sub-divided into as many lessons as the time given to the subject permits. Very satisfactory work can be done in a course of one hundred daily lessons. One hour should be given to the recitation, two hours to preparation. The familiar aids and arts of the history teacher should all be employed to increase the interest in the work. Maps, charts, diagrams, pictures, coins, curiosities, and whatever will awaken interest and provide instruction should be properly used.

The library may be large or small—the larger the better. But lack of books need not long prevent any high school or normal school history teacher from adopting this method. Fifty dollars expended for books carefully selected from the works cited in this Manual will provide an equipment with which effective work can be done. It is believed that this course in the constitutional and political history of the United States, following the careful study of some standard text book, will

revive interest in American history in those secondary schools where there now seems to be a tendency to neglect it in favor of other subjects of far less importance in the education of good citizens.

These outlines and references have been used for five years with gratifying success. Students who have done the work required have learned to think for themselves, have acquired systematic habits of research, have grown familiar with a large number of the best historical books, and have become well informed in the constitutional history of the republic. This Manual is now printed with the hope that it may assist in the promotion of right methods of historical study among a class of students who can not profit from the progress of the universities.

While intended, primarily, for the use of teachers and students of history in the schools, it is believed that this book will be of great value to all who have a taste for American history and can obtain access to the authors cited. In the selection of works of reference care has been taken to use for the most part books that are generally easily accessible, and are not very expensive. Most of them will be found in every school or public library, and a large proportion of them in many private collections. The general reader is heartily welcome to the use of this book, but the chief hope of the writer is that it may teach the teacher to use the library as the history student's laboratory

LIBRARY MANUAL OF U. S. HISTORY.

Full Titles of the Books Referred to in the Outlines of
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TOPICAL OUTLINE WITH REFERENCES.

I. Introductory Lesson.

1. METHODS OF THE COURSE.

- a. Note-taking.
- b. Habits of study.
- c. Description of work.

2. DISCUSSION OF AUTHORITIES.

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|---------------------------|---|
| a. Official Publications. | 1. Reports of the executive departments |
| | 2. Congressional Record. |
| | 3. Statutes of the United States. |
| | 4. Department Publications. |
| b. Public Records. | 1. Archives and Documents of: |
| | a. The United States. |
| | b. The States. |
| | c. Historical Cities. |
| | d. Counties. |
| | e. Churches. |
| | f. Old Families. |
| c. Legal Decisions. | 1. Federal Supreme Court. |
| | 2. Inferior Federal Courts. |
| | 3. State and Local Courts. |
| d. Periodical Literature. | 1. Newspapers. |
| | 2. Annuals and Almanacs. |
| | 3. Magazines. |
| | 4. University Publications. |
| | 5. Society Proceedings. |
| e. Biography. | 1. American Statesmen Series. |
| | 2. Makers of America Series. |
| | 3. Appleton's Cyclopedia of Biography. |
| f. Works of Statesmen. | 1. Blaine's Twenty Years in Congress. |
| | 2. Benton's Thirty years View. |
| | 3. Seward's Works. |
| | 4. Stephens' War between the States. |
| | 5. Washington's Works. |
| | 6. Davis' Rise and Fall of the Confederacy. |
| | 7. Adams' Works. |
| g. General History. | 1. Bancroft. |
| | 2. Lossing. |
| | 3. Schouler. |
| | 4. Ridpath. |
| | 5. VonHolst. |
| | 6. Hildreth. |
| | 7. Windsor. |
| | 8. Lester. |
| | 9. Adams. |
| | 10. McMaster. |
| h. Special History. | 1. Robinson's Kansas Conflict. |
| | 2. Wilson's Rise and Fall of Slavery. |
| | 3. American Commonwealth Series. |

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| 1. WHAT IS HISTORY ? | 1. Emerson's Essays I:27 |
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| | 5. Century Dictionary H |
| | 6. Am. Encyclopedia IX:198 |
| | 7. Encyclopedia Brit XII:19 |
| | 8. Bancroft V:5 |
| | 9. Lalor II:451 |
| 2. WHAT IS CIVIL GOVERNMENT ? | 1. Paine's Political Works 7 |
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| | 8. Davis' I:114 |
| | 9. Lalor III:959 |
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| | 9. Fiske's Beginnings of N. E. 158 |
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| | 2. Bancroft II:386 |
| | 3. Lalor I:45 |
| | 4. Fiske's Civil Government 201 |
| | 5. Hildreth II:443 |
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CURRENCY CONDITION.

1860-1893.

<i>Date. July 1st</i>	<i>Population.</i>	<i>CURRENCY.</i>			<i>Per Capita Circ'n.</i>
		<i>Total Stock.</i>	<i>In Treasury.</i>	<i>In Circulation.</i>	
1860	31,443,321	\$ 442,102,477	\$ 6,695,225	\$ 435,407,252	\$13 85
1861	32,064,000	452,005,767	3,600,000	448,405,767	14 98
1862	32,704,000	333,452,079	23,754,335	334,697,744	10 23
1863	33,365,000	649,867,283	79,473,245	595,394,038	17 84
1864	34,046,000	680,588,067	35,946,589	669,641,478	19 67
1865	34,748,000	745,129,755	55,426,760	714,702,995	20 57
1866	35,469,000	729,327,254	80,839,010	673,488,244	18 99
1867	36,211,000	703,200,612	66,208,543	661,992,069	18 28
1868	36,973,000	691,553,578	36,449,917	680,203,661	18 39
1869	37,756,000	690,351,180	50,898,289	664,452,891	17 60
1870	38,588,371	697,868,461	47,055,667	675,212,794	17 50
1871	39,555,000	716,812,174	25,923,169	715,889,005	18 10
1872	40,596,000	737,721,565	24,412,016	738,309,549	18 19
1873	41,667,000	749,445,610	22,563,801	751,881,809	18 04
1874	42,796,000	781,024,781	29,941,750	776,083,031	18 13
1875	43,951,000	773,273,509	44,171,562	754,101,947	17 16
1876	45,136,000	765,683,284	63,073,896	727,609,388	16 12
1877	46,353,000	738,053,847	40,738,964	722,314,883	15 38
1878	47,598,000	766,253,576	62,120,942	729,132,634	15 32
1879	48,866,000	1,051,521,541	232,889,748	818,631,793	16 75
1880	50,155,783	1,205,929,107	232,546,969	973,382,228	19 41
1881	51,316,000	1,406,541,675	292,303,704	1,114,238,119	21 71
1882	52,495,000	1,480,531,719	306,241,300	1,174,290,419	22 37
1883	53,693,000	1,643,489,816	413,184,120	1,230,305,696	22 91
1884	54,911,000	1,705,454,189	461,528,220	1,243,925,969	22 65
1885	56,148,000	1,817,658,336	521,089,721	1,292,568,615	23 02
1886	57,404,000	1,8085,59,694	555,859,169	1,252,700,525	21 82
1887	58,680,000	1,900,442,672	582,903,529	1,317,539,143	22 45
1888	59,974,000	2,062,955,949	690,785,079	1,372,170,870	22 88
1889	61,289,000	2,075,350,711	694,989,062	1,380,361,649	22 52
1890	62,622,000	2,144,226,159	714,974,889	1,429,251,270	22 82
1891	63,975,000	2,195,224,075	697,783,368	1,497,440,707	23 41
1892	65,520,000	2,371,224,734	768,151,396	1,603,073,388	24 47
1893	66,946,000	2,120,281,093	526,554,682	1,583,726,411	23 86

Taken from Reports of the Treasury Department.

COMPARATIVE POLITICAL POWER OF THE SECTIONS.

	SENATE.			HOUSE.			ELECTORS		POPULATION.			
	South.	North.	Total.	South.	North.	Total.	South.	North.	Total.	North.	Total.	COLORED.
1789	12	14	26	30	35	65	42	49	91
1793	12	14	26	49	57	106	61	71	132	1,961,171	1,968,040	757,208
1803	16	16	32	65	77	142	81	93	174	3,010,298	2,686,582	1,002,037
1813	18	18	36	81	112	193	99	130	229	3,439,182	3,800,699	1,377,808
1823	24	24	48	90	123	213	114	147	261	4,484,799	5,149,023	1,771,656
1833	24	24	48	100	142	242	124	166	290	5,848,303	7,012,399	2,328,642
1843	26	26	52	91	141	232	117	167	284	7,335,431	9,828,922	2,873,648
1853	30	32	62	90	147	237	120	179	299	9,664,656	13,348,402	3,638,808
1863	32	38	70	95	148	243	127	186	313	12,314,373	19,127,838	4,441,830
1873	32	42	74	106	187	293	138	239	377	14,009,315	24,549,056	4,880,009
1883	32	44	76	121	211	332	153	255	408	18,084,948	31,470,835	6,580,793
1893	32	56	88	127	229	356	159	285	444	22,509,097	40,112,253	7,470,040

These figures are taken from the Compendium of the Eleventh Census.

Summary of Popular and Electoral Votes in Presidential Elections, 1789—1888.

Year.	No. of States,	Total Elect. Votes.	PARTY.	PRESIDENT.	States.	Popular Vote.	Elect. Votes.
1789	10	73		George Washington, John Adams, Scattering, Vacancies,			69 34 35 4
1792	15	135	Federalist, Federalist, Republican, Republican, Republican.	George Washington, John Adams, George Clinton, Thomas Jefferson, Aaron Burr, Vacancies,			132 77 50 4 1 3
1796	16	138	Federalist, Republican, Federalist, Republican,	John Adams, Thomas Jefferson, Thomas Pinckney, Aaron Burr, Scattering, Thomas Jefferson,			71 68 59 30 48 73
1800	16	138	Republican, Republican, Federalist, Federalist, Federalist,	Aaron Burr, John Adams, Charles C. Pinckney, John Jay, Thomas Jefferson,			73 65 64 1 162
1804	17	167	Republican, Federalist,	Charles C. Pinckney, James Madison,	15 2		14
1808	17	176	Republican, Republican, Federalist,	George Clinton, Charles C. Pinckney, Vacancy,	12 5		122 6 47
1812	18	218	Republican, Federalist,	James Madison, De Witt Clinton, Vacancy,	11 7		128 89 1
1816	19	221	Republican, Federalist,	James Monroe, Rufus King, Vacancies,	16 3		183 34 4
1820	24	235	Republican,	James Monroe, John Q. Adams, Vacancies,	24		231 1 3
1824	24	261	Republican, Republican, Republican, Republican,	Andrew Jackson, John Q. Adams, William H. Crawford, Henry Clay, Vacancy,	10 8 3 3	155,872 105,321 44,282 46,587	99 84 41 37
1828	24	261	Democratic, Nat. Republican,	Andrew Jackson, John Q. Adams,	15 9	647,231 509,097	178 83
1832	24	288	Democratic, Nat. Republican, Anti-Mason,	Andrew Jackson, Henry Clay, William Wirt, John Floyd, Vacancies,	15 7 1 1	687,502 530,189 33,108	219 49 7 11
1836		294	Democratic, Whig,	Martin Van Buren, William H. Harrison, Hugh L. White, Daniel Webster, W. P. Mangum,	15 7 2 1 1	761,549 736,656	170 73 26 14 11
1840	26	294	Whig, Democratic, Liberty,	William H. Harrison, Martin Van Buren, James G. Birney,	19 7	1,275,017 1,128,702	234 60
1844	26	275	Democratic, Whig, Whig, Liberty,	James K. Polk, Henry Clay, James G. Birney,	15 11	7,059 1,337,243 1,299,068	170 105
1848	36	290	Whig, Democratic, Free Soil,	Zachary Taylor, Lewis Cass, Martin Van Buren,	15 15	62,300 1,360,101 1,220,544 291,263	163 127

Summary of Popular and Electoral Votes in Presidential Elections, 1789-1888.

(Continued.)

Year.	No of States.	Total Elect. Votes.	PARTY	PRESIDENT.	States.	Popular Vote.	Elect. Vote.
1852	31	296	Democratic, Whig,	Franklin Pierce,	27	1,604,474	254
			Free Democracy,	Winfield Scott,	4	1,386,578	42
1856	31	296	Democratic,	John F. Hale,		156,149	
			Republican,	James Buchanan,	19	1,838,169	174
			American,	John C. Fremont,	11	1,341,264	114
1860	33	303	Republican,	Millard Fillmore,	1	874,534	8
			Democratic,	Abraham Lincoln,	17	1,866,352	180
			Democratic,	J. C. Breckinridge,	11	845,703	72
			"Const. Union,"	S. A. Douglas,	2	1,375,157	12
1861	36	314	Republican,	John Bell,	3	589,581	39
			Democratic,	Abraham Lincoln,	22	2,216,067	212
				George B. McClellan,	3	1,808,725	21
				Vacancies,	11		81
1868	37	317	Republican,	Ulysses S. Grant,	26	3,015,671	214
			Democratic,	Horatio Seymour,	8	2,709,613	80
				Vacancies,	3		23
1872	37	366	Republican,	Ulysses S. Grant,	31	3,597,070	286
			Dem. & Lib. Rep.,	Horace Greeley,	6	2,834,079	
			Democratic,	Charles O'Connor,		20,408	
			Temperance,	James Black,		5,608	
				Scattering,			63
				Not counted,			17
1876	38	369	Republican,	R. B. Hayes,	21	4,033,950	185
			Democratic,	S. J. Tilden,	17	4,284,885	184
			"Greenback,"	Peter Cooper,		81,740	
			"Prohibition,"	Green C. Smith,		9,522	
1880	38	369	Republican,	James A. Garfield,	19	4,442,950	214
			Democratic,	W. S. Hancock,	19	4,442,035	155
			"Greenback,"	James B. Weaver,		306,867	
				Scattering,		12,576	
1884	38	401	Democratic,	Grover Cleveland,	20	4,911,017	219
			Republican,	James G. Blaine,	18	4,848,334	189
			Prohibition,	J. P. St. John,		151,809	
			Labor,	B. F. Butler,		133,825	
1888	38	401	Republican,	Benj. Harrison,	20	5,441,923	233
			Democratic,	Grover Cleveland,	18	5,536,524	168
			Prohibition,	C. E. Fisk,		246,406	
			Union Labor,	A. J. Streeter,		144,668	

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